DOCUMENT RESUME

ED 265 886 IR 051 429

AUTHOR Zahari, Noor Liza Ahmad
TITLE A Resource Guide for Information/Library Education in Developing Countries.
PUB DATE 85
NOTE 84p.; Independent Study prepared at School of Information Studies, Syracuse University.
PUB TYPE Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Annotated Bibliographies; Curriculum Development; *Developing Nations; *Librarians; Library Associations; *Library Education; Library Personnel; Library Role; *Library Schools; Professional Education; *Resource Materials
IDENTIFIERS Information Resources Management

ABSTRACT

This annotated guide to resources on library and information science education in developing countries includes materials on library schools, training and education of library staff, and the progress of libraries in specific countries. Materials in the guide were selected from the indexes of Library Literature, Library and Information Science Abstracts (LISA), and Information Science Abstracts. Most entries are journal articles, but a few theses, workshops, occasional papers and reports are included. All documents were published between 1980 and 1985 with the exception of a few articles published prior to 1980. The sources are listed in three categories. The first category contains citations for reference and general resource materials, including a directory and articles on librarianship, associations, education, and information resources management (IRM). Articles pertaining to courses, curricula, IRM, library schools, training of library staff (whether in a specific country or a region as a whole), are grouped together in the second category. The final category includes workshops, seminars, reports, and occasional papers on the progress and development of librarianship, including the role of Unesco (United Nations Educational, Scientific, and Cultural Organization). All materials are arranged alphabetically by author within sections. An appendix includes a list of 125 developing countries and the addresses of professional organizations and library schools cited in the resource guide. (THC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
OERI
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official position or policy.

****

IST 996

INDEPENDENT STUDY

(READINGS & RESEARCH)

ED265886

A RESOURCE GUIDE FOR INFORMATION / LIBRARY EDUCATION IN DEVELOPING COUNTRIES

prepared by

NOOR LIZA AHMAD ZAHARI

SCHOOL OF INFORMATION STUDIES

SYRACUSE UNIVERSITY (1985)

****

IR051429

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Noor Liza Ahmad Zahari

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dedicated to the loving

memory of my beloved father

TABLE OF CONTENTS

1) INTRODUCTION
Definition 1
Selection Criteria 2
Arrangement 2
Bibliographic citation 3

2) REFERENCE & GENERAL
Reference 4
General 5

3) COURSES / EDUCATION 20

4) WORKSHOP / SEMINAR / REPORT / OCCASIONAL PAPERS 47

5) APPENDIX
Additional entries 60
Addresses 63
A listing of Third World Countries 73

INTRODUCTION

This is an annotated resource guide on information resources for library and information science education in the developing countries. These include materials about the library schools, training and education of library staff, and the progress of libraries in specific countries as a whole. It also includes sources on information resources management (IRM), which is a new field in the library and information world.

It is intended for librarians, professors, students, and researchers who are interested to know about the progress and development of the library and information science field in the developing countries, or sometimes known as the Third World countries.

Definition

The term, Third World, is a loose designation which originated in the 1950's for Asian and African nations emerging from the colonial status or for non - industrial and developing countries in general.

According to the Encyclopedia of the Third World, the term is defined as the politically non - aligned and economically developing and less industrialized nations of the world. These countries comprise 49% of the world's land surface and 51% of the world's population. Forty of these countries are the poorest in the world and nearly 1.2 billion of its inhabitants, which is 60% of the Third World's population, subsist in chronic poverty.

The Encyclopedia lists 125 countries which are categorized as the Third World or developing countries, ranging from Afghanistan to Zimbabwe, in alphabetical order. A list of these countries is attached in the Appendix.

Selection Criteria

In compiling this resource guide, the materials were selected from the indexes of Library Literature, Library and Information Science Abstracts (LISA), and Information Science Abstracts. Most of the materials selected are journal articles, but there are a few thesis, workshops, occasional papers and reports. They are all published between 1980 - 1985 with the exceptions of a few articles which were published before 1980, when they appear to be the only articles ever written about certain countries.

During the research, there were a number of relevant articles found in the indexes about countries such as Brazil, Argentina, Chile, Venezuela, Mexico, etc. which were either written in Spanish or their own languages besides English. They could not be included because it is impossible to do abstracts without understanding the language.

Arrangement

The materials are divided into four sections. The first section is on reference and general materials which includes a directory and also articles on librarianship, association, education and IRM. Articles pertaining to courses, curriculum, IRM, library schools, training of library staff, whether in a specific country or a region as a whole, are grouped under the third section. Under the section of workshops, seminars, reports, occasional papers can be found various topics of discussions on the progress and development of librarianship and its education, including the role of Unesco. All these materials are arranged alphabetically.

In the Appendix, a listing of the developing countries is included and also the addresses of the professional organizations and library schools cited in this resource guide. Some of the organizations have to be excluded because their addresses are unavailable.

Bibliographic citation

For journal articles:-

Name of author. Title of journal article. Journal title, vol. no., journal no., date of publication. Pagination.

For monographs:-

Name of author. Title of monograph. Name of second author or editor. - Place of publication: publisher, date of publication. Pagination.

For proceedings or reports:-

Name of author. Title of paper / workshop / seminar / occasional paper / report, (no. of conference: Year, month, date: place of conference). Pagination.

REFERENCE

&

GENERAL

Reference

1) FOUCHE, B. et. al. Survey of institutions providing professional training in library and information science and of full - time tutors and researchers in library and information science in the Republic of South Africa in 1979. Potchefstroom: South African Institute for Librarianship and Information Science, 1980.
105p.

Abstract: This directory of 14 units at universities offering programs in librarianship and information science and their professional personnel provides a descriptive overview of the extent and variety of training in these fields available in South Africa in 1979. It includes, in separate sections, a directory of institutions: information about professional library courses; and a directory of full - time tutors and researchers, supplemented by ten tables of quantitative information.

General

1) ABIDI, S.A.H. School librarians in Uganda. Ugandan Libraries vol. 3, no. 1, 1980. pg. 23 - 36

Abstract: Questionnaires were given to the 17 participants in an in - service training course for the school librarians of Uganda, organized by the East African School of Librarianship in collaboration with the Ministry of Education. Questions related to type of institution represented, experience in library work, designation, knowledge of librarianship terminology, qualifications, trainings, and various aspects of the collection and its organization. Results are analyzed and recommendations made.

2) ALEMNA, A.A. The development of school libraries in Ghana. International Library Review vol. 15, no. 2, April 1983. pg. 217 - 223

Abstract: This brief description of school library development in Ghana includes the history of the service, its present situation (facilities, stocks of books and other materials, acquisition and processing of books, finances, library staff, relationship with public library), and suggestions for improvement.
N.B.: Writer is a professor at the Department of Library Studies, University of Maiduguri.

3) AMAN, M.M., and S.A. Khalifa. Libraries and librarianship in Qatar. International Library Review vol. 15, no. 3, July 1983. pg. 263 - 272

Abstract: Outline of the library movement in Qatar, a peninsula located on the middle western shore of the Arabian Gulf, includes the educational system, book publishing, establishment of the National

Library in 1963, public libraries (2), academic libraries (2), school libraries (54), special libraries (5), and library education.

4) BAMBA, Rosemarie N. The thirty one years of the U.P. Library Science Alumni Association. Journal of Philippines Librarianship vol. 5, no. 1 & 2, March - September 1981. pg. 50 - 55

Abstract: Reviews the history of U.P. (University of Philippines) Library Science Alumni Association, a group organization of both the library science graduates and the library staff of the University of Philippines. Lists the officers of the Society since its foundation in 1950.

5) BARCLAY, John. Cutting off your overseas students to spite your international face. Library Association Record vol. 83, no. 9, September 1981. pg. 431

Abstract: The harmful results of increasing fees for overseas library students include: damage to the book and information trade by reducing the overseas market; a reduction in the international exchange of ideas; the undermining of the U.K's role in international librarianship and consultancy; the dismantling of library education in the U.K.; the under - using of library science collections; the retarding of library developments in other countries; more time expended by library school staff on soliciting more of the shrinking number of overseas students. The intangible cost may be far greater over the next 20 years than the expenditure saved.

6) BOZIMO, D.O. John Harris and education for librarianship in Nigeria. Nigerian Libraries vol. 17, no. 1 & 2, 1981. pg. 49 - 56

Abstract: Part of a special issue published as a Festschrift to the late Dr. John Harris, a distinguished former librarian of 2 Nigerian universities - Ibadan and Benin. Discusses the vital part played by Dr. Harris in the development of professional library education in Nigeria. Describes his achievements in persuading the Carnegie Corporation to set up a West African Library School - The Institute of Librarianship at the University of Obadan, and in convincing the University authorities to establish a library school within a university setting at a time when librarianship was not generally accepted as a university course in the U.K.. Notes briefly some developments which have taken place in Nigerian education for librarianship since Harris retired.

7) CHELLEW, K. Booking a future for the Third World. Assistant Librarian vol. 76, no. 10, October 1983. pg. 142 - 143

Abstract: Formed in 1958, VSO has sent 20,000 skilled people between the ages of 20 to 65 to assist Third World development, sharing their expertise on the solution of the far - reaching problems of health, appropriate technology, agriculture and education. The aim in this twenty - fifth year is to have 1,000 volunteers in the field. For over 10 years VSO has been sending librarians to work in the Third World. Initially, they were sent to work in public libraries, but recently the emphasis has shifted slightly towards more specialized libraries and librarian training in universities. VSO currently has sixteen librarians overseas serving in countries as diverse as Thailand and the Turks and Caicos. The volunteers posted in September 1983 headed for Nepal, Indonesia, Egypt, and the Solomon Islands, either to set up new projects, or to sustain established ones.

8) CONNELL, J.J. IRM versus the office of the future. Journal of Systems Management vol. 32, May 1981. pg. 6 - 10

Abstract: Author compares IRM, which is concerned with information as a corporate asset, with office automation.

9) DANIEL, E.H. Information resources management: an overview for educators. Syracuse, NY: ERIC Clearinghouse on Information Resources, 1981. 56p.

Abstract: This paper presents an overview of the emerging information resources management (IRM) concept and suggests reasons why IRM would be a useful framework for educational institutions. An introductory look at current information problems precedes a review of definition of IRM as used in this paper. There is a brief examination of the roots of IRM in libraries, information centers, and computer and telecommunications technologies. The human uses of information in the decision - making process are considered. A review of information processing in hierarchical organizations identifies approaches which either reduce the causes of information expansion or increase the organization's capacity to deal with greater amounts of information. Cost and benefits of each method and various roles and functions of information resource managers within organizations are discussed.

10) DHYANI, P. Formation of an Indian library science council: a plea. International Library Review vol. 15, no. 3, July 1983. pg. 291 - 294

Abstract: In India, for professional disciplines like Law, Medicine, and Technical and Scientific Education, there are apex bodies established by Acts of Parliament for streamlining, organizing and

supervising in the interest of uniformity and maintenance of academic standards. Unfortunately none has so far realized the urgency of establishing a similar national body for Library Science education and the Library Science profession, which is so vital for national progress and development of knowledge. The revolutionary discoveries and the developments in humanities, social sciences and natural sciences and technology have direct impact on all field of knowledge especially on teaching faculties, research institutions and on analogous professions. The Indian libraries are facing rather a curious phenomenon in the sense that while their numerical strength has rapidly increased and is still increasing there is an utter lack of awareness and urgency within library echelons of the need to establish a national forum in order to give a new image and orientation overall to library education and services from a long - range national perspective.

11) DOSUNMU, J.A. Modern technologies in libraries. Nigerian Libraries vol. 15, no. 1 & 2, April - August 1979. pg. 91 - 98

Abstract: Paper presented at the 1978 Annual Conference of the Nigerian Library Association, Ilorin. The development of technologies in relation to the library facilities they affect are discussed: mechanised methods in documentation; interaction between libraries and special information services; information bearing media other than paper; and additional service facilities such as audio - visual units, and miniaturisation of texts. Modern technology has raised the status of library and information services to a global or world - wide level of usefulness.

12) DUFFY, N.M. Top management information perspectives in a changing world. South African Libraries vol. 48, no. 4, April 1981. pg. 145 - 149

Abstract: Faced by increasing environmental turbulence, evolving management systems and dissatisfaction with board performance, directors and others must make increasingly effective use of their information resources. Information management comprises environmental analysis to provide external information for strategic management and information resource management to support both the underlying operations and management decision - making in organizations. Emphasizes environmental analysis, seen as a 3 stage process of scanning, analysis and action.

13) ERNST - Joachim Freiherr von Ledebur. The German experiment in Third World countries: a report on progress after 5 years in East Africa. Bulletin of the American Society for Information Science vol. 8, no. 2, December 1981. pg. 24 - 26

Abstract: The German Foundation for International Development (DSE), West Germany, together with Unesco and the Inernational Federation for Documentation has worked towards the development of national information services in East Africa. Traces the history of the joint efforts in training information staff and looks to the future of peaceful and effective cooperation in the development of a new information order.

14) GREATER emphasis on information resource management is needed at the Federal Aviation Administration. Washington, D.C.: Resources Community Economic Division, General Accounting Office, 1982. 73p.

Abstract: The Federal Aviation Administration does not have an overall planning process or central management direction over its information resources used for administrative functions. As a result, it has acquired excess computer hardware and has experienced problems in developing major software system projects. To provide leadership and direction for FAA's information resources, GAO recommends that FAA centralize its management of information resources, assigning the central authority a clear mandate to carry out comprehensive information resources planning and other essential management functions.

15) IRM (Information Resources Management) long range plan FY 1983 - 1987. 3 vols. Washington, D.C.: Department of the Interior, August 1982.

Abstract: The plan lays out the road map and strategy for improving the Department's information resources and other assets management responsibilities of the Department. The plan is produced in 3 volumes; volume I is an executive summary; volume II is about the plan overview and environment (126p.). Volume III (316p.) is about IRM projects and functional plans which also includes Bureau estimates of personnel and dollar resources to carry out the selected projects during each of the five years in the 1983 - 1987 planning period.

16) IRM (Information Resource Management) long - range plan, FY 1984 - 1988 (Update). 3 vols. Washington, D.C.: US department of the Interior, September 1983.

Abstract: Volume I of the FY 1984 - 1988 IRM Long Range Plan update includes: (1) an Executive Summary, (2) recent changes in the bureaus, (3) an updated technological forecast, (4) a brief status report on FY 1983 LRP project implementations, and most importantly, (5) the identification of IRM projects to be jointly undertaken by the bureaus

and the Department during FY 1984 - 1988. It also includes, as appendices, an Office Automation Functional Plan and a compilation of major information system development efforts planned by the bureaus during FY 1984 - 1988. Volume II (47p.) of the FY 1984 - 1988 IRM Long - Range Plan update consists of the preliminary five - year ADP and Telecommunications Acquisition Plan. This plan, the first developed in the Department of the Interior, is the product of a major joint draft working document. It is intended to serve as a management tool for promoting improved ADP and telecommunications acquisition processes.

17) KERESZTESI, M. Unesco's work in the field of library education and training: an overview and assessment. International Library Review vol. 14, no. 4, October 1982. pg. 349 - 361

This overview of Unesco's role in the field of library education presents a historical perspective and Unesco's future role, as well as discussion of the planning of comprehensive systems of national library service, Unesco field missions and library education centers, international courses, and fellowships for travel and study abroad.

18) LANDAU, Robert M. Information resource management. Information Manager vol. 1, no. 3, March / April 1979. pg. 10 - 12

Abstract: Information as a resource has definite characteristics: it has value, measurable characteristics, inputs that become outputs and provides management with a choice of deployment strategies. Information resources management makes use of computers and covers a wide area, more than that of management information systems. Lists major corporate activities which require information resources analysis and steps required to produce an information system.

19) LEVITAN, Karen B. Information resource(s) management - IRM. Annual Review of Information Science and Technology vol. 17. Edited by Martha E. Williams. New York: Knowledge Industry for American Society for Information Science, 1982. pg. 227 - 266

Abstract: Reviews the literature of information resources management (IRM) published in the years 1979 - 1981. Topics covered include: the origins of IRM; definitives and objections of IRM; US public and private sector IRM activities; IRM techniques; and the future of IRM.

20) LIBRARY Council of Papua New Guinea. Advisory Committee on Library Education. First report: November 1980. Tok Tok Bilong Haus Buk no. 28, July 1981. pg. 52 - 56

Abstract: The Committee was established on 11th September, 1980, to advise the Council on library education matters, and has 6 members. Topics discussed at the first two meetings include library courses entry qualifications; short courses, commended features of existing courses, and difficulties with the same; library school relations with the profession; the range of long courses; and basic professional qualifications.

21) MANGLA, P.B. Library education in developing countries: pertinent issues. Journal of Library and Information Science (India) vol. 5, no. 1, June 1980. pg. 1 - 31

Abstract: Examines the need for library and information manpower and the role of library schools in this context. Discusses the pertinent issues with regard to (1) the level of courses, (2) the place of library schools in educational institutions, (3) difficulties in developing higher education in library and information science

and (4) teaching staff requirements, indeveloping countries.

22) MOHAMEDALI, O.N. Training strategies for information service personnel for national reconstruction and development. Journal of Ugandan Libraries vol. 5, no. 1, January 1983. pg. 35 - 62

Abstract: Concentrates on information service personnel for agriculture and industry which are the areas of immediate economic concern and are repeatedly emphasized by the government of Uganda. Assesses the contributions of the East African School of Librarianship in the reconstruction and development of agriculture and industrial sectors in Ugandan economy. The objectives and services of existing information service agencies are examined and suggestions made from changes and improvements.

23) MOORE, N. Survey of library and information manpower needs in the Caribbean. Paris: Unesco, November 30th, 1982. 172p.

Abstract: In order to provide a base for national information planning and the restructing of existing training institutions, a detailed study was conducted of manpower needs - at professional, paraprofessional, and technician levels - for information systems and services in the Carribean region. A paper setting out the basic principles underlying manpower forecasting model. In 1981 surveys of local contacts in Carribean countries and regional training institutions were conducted to collect basic information about each country, the existing stock of individuals and jobs, the flows which might increase or decrease these, and the national or regional training institutions. There was a relatively poor response rate to the surveys. When the data collected were applied to the forecasting model, results showed that the Caribbean faces a major problem in the supply of trained information services manpower.

24) NG'ANG'A, J.M. Libraries and librarianship in Kenya: a background. International Library Review vol. 14, no. 3, July 1982. pg. 303 - 315

Abstract: Examines the present position of libraries (academic, public, special, and school) and librarianship in Kenya, highlighting problems concerned with manpower, accomodations and equipment, books, finances and cooperation. Proposals for action involving manpower, books, school library service, user education, standardization, and bibliographic control are presented.

25) OTTEN, K.W. Information resources management: management focus on the value of information and information work. Journal of Micrographics vol. 17, no. 8, August 1984. pg. 9 - 14

Abstract: Progressive management views information resources - all forms of stored data; people as information sources, processors and communicators; information tools - as major assets of companies in the information age. They treat and manage information resources as other valuable resources, e.g., personnel, finances, energy. The unique characteristics of managing information resources are introduced. Approaches toward the introduction of information resources management are outlined.

26) SHARMA, Ravindra N. Development of curriculum in library and information science: problems and solutions. International Information, Communication & Education vol. 1, no. 1, March 1982. pg. 74 - 84

Abstract: Outlines the basic purpose of education and defines curriculum. Explains the concepts of curriculum theory and curriculum design. Discusses the various problems of curricula in

library schools, including the inclusion of information science, provision of statistical methods, specialization, provision of research methods, and field work. Stresses the need for curriculum change due to changing requirements of librarianship as a profession. Concludes with the remarks that in order to be effective and even to survive, library schools will have to change their focus, goals, curricula, contents and even contexts.

27) SMITH, Shirley J. Information resource management: an introduction for managers. St. Louis, MO: Army Aviation Research and Development Command, 1980.

Abstract: Information Resource Management (IRM) is bringing about changes within large organization, just as are its personnel, finances, inventory, and physical plant. An important component of this new era of information management is the evolving technology of computer software and hardware dedicated to database management.

28) SRIVASTARA, Anand P. Search for introducing modern utilitarian courses in library science. Lucknow Librarian vol. 16, no. 1, March 1984. pg. 1 - 4

Abstract: Maintains that the modern librarian should be familiar with learning skills and keep abreast of new trends in learning in order to be able to guide library users. Suggests a paper on learning skills for inclusion in the Bachelor of Library Science and Certificate of Library Science courses which may later be assessed to determine its utility.

29) SYNNOT, William R., and William H. Gruber. Information resource management: opportunities and strategies for the 1980's. Sussex, England: John Wiley & Sons, 1981.

Abstract: An integrated focus on the entire information resource management field is provided. 67 specific management strategies and solutions for a broad spectrum of common information management problems are offered. Target audience: Data processing managers; Directors of management information systems; Office automation managers; Users of information services.

30) TWENTY - five years of the Department of Library Science (1956 - 1981). Karachi, Pakistan: University, Department of Library Science, 1981.

Abstract: The Department of Library Science of the University of Karachi has published this Fetschrift to mark the Silver Jubilee celebration of the country's 1st. graduate library school, founded at Karachi University in 1956. Contains 10 articles written by eminent library educators from the USA, UK, Muslim world, India and the Philippines on the vital subject of educational problems of the developing countries in general and Muslim countries in particular in meeting the increasing challenges in the handling of information. Presents a useful searching overview of library education in the 1980s.

31) UGONNA, J.A. The Nigerian undergraduate and the undergraduate library concept: a facility of manpower development? Libri vol. 33, no. 2, June 1983. pg. 126 - 135

Abstract: The main barrier to the establishment of full - fledged undergraduate libraries in Nigeria is probably not so much conceptual,

as financial. An effective facility need not however be in any way as expensive as the main university library. The buildings need to be functional, but not prestigious as is the case with the main library building. At the same time, students could be asked to pay a small curriculum library fee towards the purchase of curriculum reading materials, just as they presently pay laboratory fees.

32) UMAPATHY, K.S. Teacher eveluation by students: Bangalore experiments. International Library Movement vol. 5, no. 1, 1983. pg. 38 - 44

Abstract: Maintains that teacher evaluation by students is a useful tool for improving the instructional process and that teachers should be committed to improvement of instruction and prepared to accept positive and negative feedback. Describes an experiment in teacher evaluation in the Department of Library and Information Science at Bangalore University conducted during the academic year 1981 - 82. The experiment was in the form of a questionaire and had 62% response. Results indicated unsatisfactory timekeeping, inadequate preparation, insufficient opportunity for student participation in lectures and discussions and lack of opportunity for meetings outside the classroom. Concludes that students evaluation of teachers is highly recommended, but that questions relating to promotion and increments were not the concern of students.

33) WEE, J.G. Library association (of Singapore) and library education: a continuing problem. Singapore Libraries vol. 10, 1980. pg. 1 - 8

Abstract: It is often surprising to enquirers to learn that the Library Association of Singapore (LAS) has so many qualified librarians and yet Singapore has no library school. Library education has been a perplexing problem through the 25 years of

existence in LAS. Discusses the need for a library school in Singapore, and traces the history of developments in library education through the work of the Persatuan Perpustakaan Malaysia, and the LAS, renamed in 1966 as Persatuan Perpustakaan Singapura. Looks forward to the time when the question of formal library education would be reviewed more regularly by library authorities.

34) WHITE, M.S. The development of information resource management. In: Information and the transformation of society. Edited by G.P. Sweeney. Amsterdam: North - Holland Publishing Co., 1982. pg. 187 - 295

Abstract: Stresses the importance of information resource management (IRM). Considers its essential that information from sources both internal and external to the company can be integrated into a common database. Highlights technologies which will have a significant impact on the creation and use of this common database. They are: optical disc memory; desk top computers; local areas networks; satellite communications; and 5th. generation computers. Traces the rise of IRM and the information manager. Gives an outline of IRM.

35) WHITE, M.S. and L. Maranjian. Information resource management. In: International word processing equipment and software guide 1982. Lightwater, Surrey: Network Communications, 1982. 164p. (pg. 111 - 115)

Abstract: The coordinated use of computer databanks, microforms, word processing, management information systems, video technology and communications networks can have a dramatic effect on the performance of a company organization, and result in an improvement in the overall economy of a nation. This technology, is here, but tends to be subject to professional empire building, whereby data processing departments look after MIS, office managers are responsible for word processing, and information scientists and librarians have responsibility for data bank access and microfilm storage.

COURSES / EDUCATION

36) ABIDI, S.A.H. Library training programmes in East Africa: an evaluation. Unesco Journal of Information Science, Librarianship and Archives Administrartion vol. 2, no. 3, July - September 1980. pg. 159 - 169

Abstract: Describes library training facilities in East Africa (the Sudan, Ethiopia, Somalia, Kenya, Uganda, Zambia, Botswana, Lesotho, Swaziland, Mauritius, and Tanzania). Professional library training programmes reflect the past colonial educational structure, with an emphasis on subjects with little or no relevance to African librarianship. The existing syllabi should be evaluated and harmonized in accordance with the requirements of these countries.

37) ABIDI, S.A.H. Training of intermediate library staff in Eastern Africa. Ugandan Libraries vol. 3, no. 2, July 1980. pg. 9 - 45

Abstract: Surveys briefly the facilities available for the training of intermediate library staff at the following centers in Eastern Africa: East African School of Librarianship, Uganda; Kenya Polytechnic; Tanzania Library Services; School of Extra Mural Studies, University of Khartoum, Sudan; Department of Library Science, Addis Ababa University, Ethiopia; Mindola Eucumenical Foundation, Kitwe, Zambia; University College, Botswana; and School of Administration, University of Mauritius. Includes the syllabuses for courses run by these centers. Indicates some of the problems of insufficient staff, buildings, and teaching materials faced by these centers, and suggests some ways of making existing teaching programmes more useful.

38) AGUOLU, C.C. Librarianship in francophone West Africa. International Library Review vol. 14, no. 2, April 1982. pg. 145 - 167

Abstract: Discusses the current level of library development and librarianship in francophone West Africa, taking Senegal as a case in point. The topics addressed include the impact of colonialism on library development, the structure of library services, the role of Unesco seminars in library development, and the education of library personnel.

39) AHMAD, N. Education for librarianship in Bangladesh. International Library Review vol. 13, no. 1, January 1981. pg. 103 - 115

Abstract: Account of the tremendous difficulties facing those involved in establishing library education courses in Bangladesh, from the first real breakthrough in 1952 when the first course was instituted at Dacca University Library to the present day, when through great preservance, a great deal has been achieved in this field.

40) ALEMNA, A.A. Library education in West Africa: a comparative study of library science courses in the University of Ibadan, Nigeria, and the University of Ghana. International Library Movement vol. 5, no. 2, 1983. pg. 69 - 78

Abstract: Discusses briefly the establishment of library education facilities at the University of Ibadan and the University of Ghana. Provides a comparative study of the two library schools focusing on their historical development, their admission requirements, programs, areas of specialization and training facilities. Suggests that there is a need to change the syllabus in the two universities to make provision for more specialization.

41) AMARASIRI, Matarage Sarath Upali. Library education and training in Sri Lanka. Loughborough: Loughborough University of Technology, Department of Library and Information Studies, 1980. 92p.

Abstract: Study of library education and training in Sri Lanka, with chapters covering: the development of education for librarianship, education from 1960 - 1980 and the emergence of the Library Education Program, the role of the Sri Lanka Library Association, university library education programs, other programs and continuing education, and an evaluation of the current situation. (MA thesis)

42) BALLARD, R.M. Library education and library problems in developing nations. International Library Review vol. 12, no. 1, January 1980. pg. 65 - 70

Abstract: Discusses library education and problems in developing countries, questioning whether the influence of Western library technology has ever been as substantial in developing countries as recent literature suggests.

43) BARUAH, Meera. Department of Library Science in Gauhati University. International Library Movement vol. 4, no. 3 & 4, 1982. pg. 43 - 46

Abstract: Gauhati University in the Indian State of Assam established a Department of Library Science within the Faculty of Arts in 1966. A Bachelor of Library Science and a Master's degree, both of one year duration are offered. The two courses are outlined, geographical origins of the students analyzed, and examination system explained.

44) BENGE, Ronald, and Anthony Olden. Planning factors in the development of library education in English speaking black Africa. Journal of Librarianship vol. 13, no. 4, October 1981. pg. 203 - 222

Abstract: Background planning factors are considered with reference to development so far, and the nature of national development is described with particular reference to libraries. Special attention is paid to problems arising from the attempt to make modifications when using foreign models with regard to programs, curricula and teaching methods. The importance of the staffing factor is stressed. Certain common patterns and problems can be distinguished and it is suggested that an examination of these should help with guidelines for the future.

45) BENOIT, M. Training library assistants in Mauritius. Unesco of Journal of Information Science, Librarianship, and Archives Administration vol. 3, no. 4, October - December 1981. pg. 222 - 226

Abstract: Describes a 15 - month experimental in service program for training library assistants which was undertaken in 1978 by the University of Mauritius with the financial help of the International Development Research Center of Canada (IDRC). The need for short - term courses, IDRC aid, and course content are among the topics discussed.

46) BOZIMO, Doris Oritsewenyimi. Paraprofessional to professional status: one assessment of the 'ladder principle'. Library Scientist vol. 10, 1983. pg. 120 - 139

Abstract: An investigation into the question as to whether the non - degree diploma is a comparable equivalent to 2 A/L papers and a valid

entry qualification into the three year degree program in library science.

47) CARINO, Patricia B. COMPAIS: a computer assisted information system. Journal of Information Science vol. 4, no. 1, March 1982. pg. 49 - 60

Abstract: COMPAIS (Computer Assisted Information System) is an on - line interactive information storage and retrieval system that supports the automation of library operations such as circulation control, acquisitions, SDI and production of union catalogs and authority lists. The system was developed by the Philippines University, Institute of Library Science, primarily as a means of providing trainees with practical hands - on experience in the designing, development and operation of computerized information systems.

48) FRANCIS, P. Alibrary school for Zimbabwe. Zimbabwe Librarian vol. 15, no. 1 & 2, January - June 1983. pg. 15 - 16, 18 - 19

Abstract: Plans for the establishment of a library training school in Zimbabwe as part of the National Library and Documentation Service, and based on the Dudley Report are outlined. The essential features of the report are discussed: the course, entry qualifications, staff, the library, course structure and course outline. The Librarianship Training Committee (LTC) recommended the formation of 3 committees: the Library School Advisory Committee, Course Advisory Committee and Curriculum Development Unit, to oversee developments. Arrangements are nearing completion and it is hoped that the first intake will start its course this year.

49) FREUDENTHAL, J.R. and Gomez Fuentes, H. Library education in Chile: 1946 - 1982. Libri vol. 33, no. 1, March 1983. pg. 1 - 8

Abstract: Apart from a few occasional exceptions, there were no library training courses in Chile until 1940's. During 1946 - 1960, several such courses were established and Chile University's School of Library Economy was officially opened in August 1960. The School developed until 1973, when the overthrow of Chile's President led to major administrative disruptions in the university. In 1981, the government restructured the entire higher education system and the now named Department of Librarianship became part of the Professional Institute of Santiago. Although this drastic shift of learning environment may have a detrimental effect on the profession's future, students have been involved in a number of national bibliographic undertakings.

50) GOLDSTEIN, E. and P. Wasserman. Training and development of a Library and Technical Information Staff. Special Libraries vol. 72, no. 3, July 1981. pg. 290 - 294

Abstract: Describes the components and overall strategy of a fully integrated and comprehensive program to train and develop the staff at the Institute of Electrical Research in Cuernavaca, Mexico.

51) GUPTA, Rashmi. Aptitude, academic achievement and vocational choice of library science students: a survey. International Library Review vol. 2, no. 1 & 2, 1980. pg. 31 - 40

Abstract: Discusses some non - psychological theories of occupational choice, and presents the results of a study of the relationship between the occupational choices and academic achievements and aptitudes of a group of Indian Bachelor of Library Science and

Master of Library Science students. The study was an intensive survey involving an exhaustive detailed use of various psychological measures of abilities, achievement and vocational choices. Its findings revealed that no relationship existed between aptitudes and occupational choices, although there was considerable inter - correlation among aptitides themselves in the case of Bachelor of Library Science students. Little relationship was found between aptitudes and academic achievement in the case of both the groups.

52) HANNESDOTTIR, Sigrun Klara, and Andra Jablonkay. Library education in Iceland. Scandinavian Public Library Quarterly vol. 15, no. 1, 1982. pg. 13 - 19

Abstract: Contribution to an issue devoted to public library education in Scandinavia. Iceland is rugged and sparsely populated with half the population concentrated around the capital, Reykjavik. As can be expected the development of library education is very different from the other Nordic countries. The library program has been located within the University of Iceland from the beginning, first administered by the university librarian, and now it forms a part of the Faculty of Social Sciences.

53) HOLDSWORTH, Harold. Training of library staff in the South Pacific. Fiji Library Association Journal no. 4, December 1980. pg. 26 - 43.

Abstract: A review of professional and non - professional training for librarianship in the South Pacific with emphasis on Papua New Guinea and Fiji. Includes sections on foreign aid, library cooperation and school library.

54) HOSSAIN, Sarwar. Library education in Bangladesh: yesterday and today. Unesco Journal of Information Science, Librarianship and Archives Administration vol. 2, no. 3, July - September 1980. pg. 180 - 183

Abstract: The first attempt at formal library education in Bangladesh (formerly East Pakistan, became independent as Bangladesh in 1971) was a three month certificate course at the University of Dacca (discontinued after one session) in 1952. In 1958 the then East Pakistan Library Association introduced a six month certificate course (still running, in revised form). Various institutions and organizations have since introduced such courses. A postgraduate diploma course was established at the University of Dacca in 1959 / 1960. The University's Department of Library Science was instituted in 1964. A Master of Philosophy research degree in library science was introduced in 1976. Although the courses have produced a number of distinguished professionals who are increasingly contributing to the country's development, there is an acute shortage of highly trained librarians, particularly at the academic / technical library leadership level.

55) HOWARD, Pamela P. Education for librarianship in Brazil. Los Angeles, Claif: California University, 1979. (ERIC Report)

Abstract: Examines and describes the development, trends, and current status of education for librarianship in Brazil against the background of the contemporary library scene and the system of higher education in general, focusing on the development of the 30 undergraduate and 6 postgraduate library programs in existence today.

56) ILOMO, C.S. Recruitment of library school teachers in developing countries. Occasional paper no. 26, 1977. 17p.

Abstract: In this essay, the major issues involved in the recruitment and selection of qualified faculty for library schools in developing countries are considered, with frequent references to faculty recruitment practices and policies which have proven effective in developed countries such as the United States and Great Britain. The topics addressed include standards for education in librarianship, success in faculty recruitment, the 'ideal' faculty, the importance of doctoral degrees in candidate evaluation, the importance of library experience for library educators, the importance of teaching and research skills in library education, and the role of faculty publications in developing a library school's academic reputation.

57) KAULA, P.N. Integrated education for librarianship and allied disciplines. Herald of Library Science vol. 21, no. 3 - 4, July - September 1982. pg. 163 - 169

Abstract: Discusses the role of information infrastructure in the overall social change in the developing countries. Mentions the different factors that should be considered in planning of library and information science education particularly in the developing countries. Examines the factors influencing library schools, mentioning the existing network of library education at various levels in India. Highlights the integrated library education program at the Banaras School.

58) KAULA, P.N. Role of importance of short course training for senior librarians. Herald of Library Science vol. 18, no. 3, July 1979. pg. 253 - 259

Abstract: Explains the concept of continuing education and briefly traces the genesis and development of continuing education programs. Presents the objectives and major programs of the US Continuing Library Education Network and Exchange (CLENE). Stresses the need for continuing education for teachers of library and information science. Points out the role of the Congress of Southeast Asian Librarians (CONSAL) in the promotion of the effective implementation of a continuing education program in the CONSAL region.

59) KHURSHID, A. Library education and training in Pakistan; as seen through NATIS (paper presented in the 11th. All Pakistan Library Conference). Pakistan Library Bulletin vol. 11, no. 1 - 2, March - June 1980. pg. 13 - 24

Abstract: The Unesco NATIS (National Information Systems) concept stresses the need for mission - oriented education for both the managers and users of books and information. This may be achieved through the preparation of suitable librarians and the stimulation of user awareness of information in all its forms. Evaluates the librarianship courses currently available in Pakistan and the availability of library user education, and stresses that each must be built on a solid foundation if the NATIS concept is to succeed in Pakistan.

60) KRUGER, J.A. Academic research in library and information science in the Master's and Doctoral level at South African Universities. Mousaion; Series 3 vol. 1, no. 2, 1983. pg. 2 - 13

Abstract: Outlines the necessary frame of reference for research in library and information science on the Masters and Doctoral level carried out from 1954 - 1982 in South Africa. Describes the South African educational structure. Gives a brief historical survey of

the training of librarians in South Africa. Describes research on a Master's and a Doctoral level in library and information science in South Africa under the following headings: post - graduate courses; completed academic research 1954 - 1982; universities concerned with completed academic research; and academic research completed by men and women.

61) KWEI, Christina Dorcas Twekua. Education for librarianship in Ghana. Loughborough: Loughborough University of Technology, Department of Library and Information Studies, 1980. 109p.

Abstract: Resume of formal library education in Ghana and the current library situation, and a historical sketch of education for librarianship. An insight is also provided into the Department of Library and Archival Studies and its activities. (MA thesis)

62) KUMAR, P.S.G. Practical training in library and information science. Lucknow Librarian vol. 14, no. 1, 1982. pg. 25 - 27

Abstract: Describes how Indian library school students receive practical training through combinations of pre - course apprenticeship, parallel training during the course, and post - course internship. No library school has adopted all three methods.

63) LIN, S.C. Education for librarianship in China after the cultural revolution. Journal of Education for Librarianship vol. 24, no. 1, Summer 1983. pg. 17 - 29

Abstract: This article describes the present status of library education in China. Emphasis is placed on the ways in which the Chinese government mobilizes limited resources to cope with the

serve shortage of library personnel caused by the destructiveness of the so- - called cultural revolution. The new trends in library modernization, expansion of library and information science education, and possible future developments are also described.

64) LUNDU, M.C. Library education and training: at home or abroad? A personal assessment and impressions. International Library Review vol. 14, no. 4, October 1982. pg. 363 - 378

Abstract: Considers the merits and demerits of foreign - based library education and training. Knowledge of people, local conditions and special circumstances is crucial. Urges the foundation of library schools in developing societies. Discusses the following aspects of library education: (1) purpose, (2) environment, (3) graduate and non - graduate, (4) training. The paternalism of international organizations exacerbates dependence on foreign library systems. Developing nations should build the infrastructure of library and information service to enable meaningful in - service training and disorient themselves from imported traditions.

65) MABOMBA, R.S. Manpower training requirements for library and information services in Malawi: a survey report. MALA Bulletin vol. 3, no. 1, July 1982. pg. 13 - 18

Abstract: Observations on the result of a survey into existing manpower, requirements and desired abilities, begun in February 1982. The need for library staff will depend on the size and nature of the existing stock. Only a few institutions in Malawi have considerable stocks or a significant library budget. Many institutions requiring a certificate or diploma level librarian may not be able to recruit because of lack of funds or inability to expand. New institutions and wastage will increase requirements. Figures given for manpower

situation and requirements relate to 1982 - 1986.

66) MCGEE, W.H.J. Canada - West Indies: a cooperative venture in library education. Canadian Library Journal vol. 38, no. 3, June 1981. pg. 151 - 152

Abstract: Describes the exchange program involving materials, faculty, and students between the University of Western Ontario's School of Library and Information Science and the University of the West Indies' Department of Library Science.

67) MISHRA, Bhawanath. Survey of library and information science courses in India after independence. Library Progress vol. 2, no. 1 & 2, June - December 1982. pg. 14 - 18

Abstract: Presents data indicative of the growth in the field of library and information science educational institutions in India since independence. Describes the 4 - 5 year plans aimed at more rapid economic and industrial development. Outline the establishment of NISSAT in 1977 with the objective of linking and coordinating information sources, systems and services to form a network within the field of science and technology. Describes the efforts of INSDOC, the Documentation Research Training Center (DRTC) and the Indian Statistical Institute in organizing scientific information activities on a national basis and setting up educational programs. Concludes that the standardization of library and information science courses offered by universities is a necessity.

68) MOHAMED, Oli. Education for library and information managers: challenges of the post - industrial society. International Library Review vol. 14, no. 2, April 1982. pg. 185 - 197

Abstract: Based on a paper presented at the Seminar on the Management of Information: Challenges for Special Libraries, Kuala Lumpur, 26 - 27th March 1981. Highlights some of the challenges facing library and information managers in post industrial society and examines some current ideas on the education of library managers while briefly reviewing the Malaysian situation in this context. Information is a major factor in post - industrial society and offers tremendous potential for the information profession to adopt a dominant position in society. The branches of the profession need to be integrated to project a positive image and ought to adopt greater management capabilities and efficient marketing strategies.

69) MONTIE, I.C. Developing an information resources management curriculum. Bulletin of the American Society for Information Science vol. 9, no. 5, June 1983. pg. 12 - 17

Abstract: Discusses the development of an Information Resources Management (IRM) curriculum by the IRM Curriculum Advisory Committee established by the Graduate School, United States Department of Agriculture. Initial activities, models proposed for the program (standards, skills, users, operational), course selection, and structural proposals considered are noted. The current curriculum is included.

70) NDEGWA, Eric. The pitfalls of library education in the UK: a personal view of a foreign student. Assistant Librarian vol. 73, no. 7 & 8, July / August 1980. pg. 99 - 101

Abstract: Overseas student's view of library education in the UK, where he attended a postgraduate diploma course in librarianship. The teaching system shows no consideration for the overseas student in its concentration on aspects of librarianship in the developed world. Fieldwork is geared very much to the art of UK librarianship, and sessions are usually too short, thus presenting an incomplete picture. Curriculum design is grossly inadequate, and fails to ensure a vital grasp and understanding of the theoretical basis of librarianship. Above all library education cannot claim any academic excellence regarding its postgraduate foreign students because of the very nature and design of the course, and many return home discouraged and disappointed.

71) NEELMEGHAN, A. and M. Divina Pascua - Cruz. Online access to remote data bases: an experiment in user sensitization. Journal of Information Science vol. 7, no. 3, October 1983. pg. 107 - 115

Abstract: Based on a paper presented at Database '83, Budapest, 6 - 9th. June 1983. Discusses some aspects of user orientation to computerized and online information services especially with reference to developing countries. Describes an experiment in user sensitization to online services involving students of library and information science, information personnel and researchers and the latters' reactions.

72) NEELAMEGHAN, A. and P.B. Carinoo. Training in computer applications and online search for students of library science: a case study. Unesco Journal of Information Science, Librarianship and Archives Administration vol. 5, no. 1, January - March 1983. pg. 12 - 22

Abstract: This article underlines the need for adequate training in computer applications and online search in library science courses

in developing countries. It discusses the factors that present a challenge to such training and elaborates on the approaches and strategies adopted in the Postgraduate Training Course for Science Information Specialists in Southeast Asia at the University of Philippines. Given the particular characteristics of the participants in the course, it is necessary to provide an integrated program such that they perceive computer applications as a necessary and helpful aspect of information services, and also to facilitate use of appropriate elements from the different modules of the course in the teaching / learning of computer applications and online searching. The advantage of the integrated use of lectures, demonstrations, seminars, practice and project work supported by course materials and audio - visual aids (transparencies, audio - cassettes, slides, tapeslides, kits, video tapes, films) and computer simulation packages in the training is presented.

73) NEELAMEGHAN, A. and Ursula G. Picache. Post - graduate training course for science information specialists in Southeast Asia: a case study of cooperation in library and information manpower development. Journal of Philippine Librarianship vol. 5, no. 1 & 2, March - September 1981. pg. 34 - 49

Abstract: Based on a paper presented at the IFLA Pre - Conference Seminar, Manila, August 1980. Discusses the setting up, and implementation of, the project 'Post - graduate training course for science information specialists in Southeast Asia', which is based at the University of the Philippines Institute of Library Science. This project, which is the first experiment by Unesco in using a regional approach to information manpower development aims at developing cooperation at national, regional, and international levels. Describes the content of the three types of programs currently operating as part of the project: the main course; short courses / seminars / workshops; and special study programs.

74) NZOTTA, Briggs C. and Peter Harvard - Williams. The education, training and qualifications of librarians in Nigeria. Libri vol. 32, no. 4, December 1982. pg. 316 - 326

Abstract: A questionnaire was sent to 392 librarians throughout Nigeria; 267 usable replies were received. 162 respondents have a first degree in another field and a professional qualification; the majority of public librarians and virtually all university librarians and library school teachers are graduates; 78% of the librarians with bachelor's degrees graduated from Nigerian universities but only 59.7% of those with professional qualifications gained them in Nigeria; and only 17.9% had gained their professional qualifications by the age of 25. Discusses the implications of these findings.

75) OJIAMBO, Joseph Bernard. Library and information science education for Kenya: a proposal. Loughborough: Loughborough University of Technology, Department of Library and Information Studies, 1983.

Abstract: A blueprint is presented for a professional education and training program for library, archive and information studies for Kenya. (MA thesis)

76) OLDEN, Anthony. The Ahmadu Bello MLS output and how it might be increased. Library Scientist vol. 10, 1983. pg. 159 - 167

Abstract: Thirty - four MLS degrees were awarded up to the end of 1982. The average time taken to complete the program is three years. Recently the intake has comprised mainly of Ahmadu Bello University's own BLS graduates. MLS intake and output could expand if ABU phased out its non - graduate diploma program and increased the workload of its staff.

77) OLDEN, Anthony Edward. Development of the Department of library science, Ahmadu Bello University, Nigeria; and its implications for the planning of library education programs in English speaking black African countries. London: Dalhousie University, School of Library Service, 1982. 215p.

Abstract: A study of the origins and growth of the Ahmadu Bello University library school, of its courses, students and staff, its impact on libraries and librarianship in Nigeria and its implications for the planning and development of library education programs elsewhere in English - speaking black Africa, except for Egypt and South Africa. (MLS thesis)

78) ONADIRAN, Mr. G.T. and Mrs. R.W. Onadiran. Education of librarians in Nigeria. Journal of Education for Librarianship vol. 24, Fall 1983. pg. 117 - 128

Abstract: The purpose of this study was to examine variations in the educational experience of practising librarians in Nigeria. Specifically, it investigated library schools attended, qualifications obtained, work experience before and after library education. Data were obtained through published and unpublished sources. It was discovered that many librarians obtained the British A.L.A. qualification or the Ibadan library school diploma. The first library qualification of many librarians was the undergraduate diploma in library science. Two out of three librarians are men in their early thirties who have worked as teachers before library school and who have less than five years' post qualification experience. The establishment of a standard for library schools and their students is recommended.

79) PEARSON, Annette. Education and training for online bibliographic information retrieval in South Africa. In: 7th. International Online Information Meeting, London, 6 - 8 December 1983. Oxford: Learned Information, 1983. pg. 341 - 352

Abstract: A distinction between education and training for online bibliographic information retrieval is drawn and the activities of the various institutions involved are examined from this viewpoint. Basic course structures and teaching materials used are described. Cost is an important consideration, owing to high telecommunications charges, and various means have been used to overcome this problem. Possible future trends in training and education for online searching in South Africa under these circumstances are discussed.

80) RAO, Dittakavi Nagasankara. Comparative study of library science education in the United States and India. Herald of Library Science vol. 20, no. 1 - 2, January - April 1981. pg. 43 - 49

Abstract: Makes a critical study of library science education in India and the USA. Reveals that the course content of library science in US library schools is comparable to that of Indian Library schools. Reviews and compares the various courses that are offered in the two countries. Analyses the roles of the American Library Association and the University Grants Commission in promoting library science education in the US and India respectively.

81) RAO, D.N.S. and Bukar Ali. Undergraduate degree programs in Northern Nigerian library schools (Kano, Maiduguri and Zaria): a comparative study. International Library Movement vol. 5, no. 3 & 4, 1983. pg. 85 - 102

Abstract: Outlines briefly the history of library schools in Nigeria.

Examines comparatively the undergraduate degree programs of three library schools in Northern Nigeria to determine their effectiveness in training professional personnel. Provides background information on the evolution of the three library schools and outlines their objectives. Describes degree programs and various courses along with facilities for training. Concludes with a list of courses provided by the three schools.

82) RIGG, J.A. A note on the revision of the syllabus for the B.A. with Library Studies program at the University of Zambia. Zambia Library Association Journal vol. 13, no. 1, June 1981. pg. 22 - 27

Abstract: Discusses the new revised syllabus for the B.A. with Library Studies program introduced by the University of Zambia in 1981. The main aim of the revision was to: update the syllabus in line with trends in the teaching of Library Studies elsewhere; produce a more logical sequence of progression; and introduce options on a limited scale in the final year. Lists the new courses offered, compares the new syllabus with the one which it replaces, and discusses the considerable change of emphasis in the course offered to students in their first year of Library Studies. Notes briefly the parallel changes that have been made in the Diploma program, and predicts the possible future introduction of some type of course in information science.

83) SAXENA, R.S. Teaching of library science in India with a bias towards Uttar Pradesh. Lucknow Librarian vol. 16, no. 1, March 1984. pg. 11 - 26

Abstract: Describes the historical background and status of library and information science education in India with special reference to Uttar Pradesh. Outlines problems currently facing library education

in Uttar Pradesh. Suggests remedial measures for the improvements of library science training programs. Stresses that library schools should abide by certain standards to ensure adequate training. Maintains that the library profession requires conscientious and enthusiatic personnel.

84) SCHOOLS of library and information science in India. Herald of Library Science vol. 20, no. 3 - 4, July - October 1981. pg. 248 - 251

Abstract: Traces briefly the genesis and development of library science education in India at various levels. Highlights the contribution of S.R. Ranganathan in this respect. Gives a list of library schools providing for Doctoral, Postgraduate, Graduate, Diploma and Certificate programs in library science in India.

85) SERWAR Hossain. Information education and training in Bangladesh. Library Progress vol. 2, no. 1 & 2, June - December 1982. pg. 6 - 13

Abstract: Gives a brief outline of the geography and population of Bangladesh. Describes the library situation and the historical background of library education in Bangladesh. Lists information disseminating agencies with a description of the library services provided. Identifies the problems of information handling and suggests possible solutions. Concludes that while libraries and information centers are as yet poor in content and management, librarians and information scientists are working towards improving the situation.

86) SEVER, Shmuel. Library education in Israel. Journal of Education for Librarianship vol. 21, Winter 1981. pg. 208 - 234

BEST COPY AVAILABLE

Abstract: Describes the history of library education in Israel, as observed and recorded by one who has been active in part of its development, and notes the influence of foreign library traditions. Concludes that in library education, as in many other respects, Israel is a labarotary where the interplay of different (and often contradictory) social forces and diverse cultural traditions can be observed and, to some extent, tested.

87) SHARIF, A. The development of professional library education in the Arab countries. International Library Reviews vol. 13, no. 1, January 1981. pg. 87 - 101

Abstract: Detailed review (including a historical section) of the development and current state of professional library education in the Arab countries, beginning in 1945 when a group of Egyptian librarians proposed a plan for the establishment of an Institute of Librarianship to be attached to Fonrad (now Cairo) University.

88) SRIVASTAVA, S.N. Library education in India: some observations. Lucknow Librarian vol. 16, no. 1, March 1984. pg. 5 - 9

Abstract: Maintains that library education must be based upon sound intellectual foundations. Suggests that training is necessarary to achieve professional competence which includes being an efficient organiser, an able administrator and a technical specialist. Reveals that some library schools in India are contemplating restructuring their training programs. Discusses problems related to library science education such as admission requirements, shortcomings within the teaching faculty, curriculum development, maintenance of standards and methods of teaching. Provides suggestions to strengthen the structure of library education.

BEST COPY AVAILABLE

89) SULEIMAN Hussein Mustafa. Development of library education in Jordan. Loughborough: Loughborough University of Technology, Department of Library and Information Studies, 1981. 218p.

Abstract: The library education movement in Jordan was studied and evaluated. Examined the factors affecting the development of library education in Jordan, what types and size of personnel needed by the library and information system and how best the existing library education system can respond to expressed needs.

90) TAYLOR, Robert S. Information resources management program at Syracuse: the first year. In: The information community: an alliance for progress. Proceedings of the 44th. ASIS Annual Meeting 1981, Washington, DC, October 25 - 30, 1981. Vol. 18. Edited by Lois F. Lunin, Madeline Henderson and Harold Wooster. White Plains, New York: Knowledge Industry Publications Inc. for the American Society for Information Science, 1981. pg. 350 - 352.

Abstract: In September 1980, the School of Information Studies at Syracuse University, New York State, started a new Master of Science program in information resources management. This 54 credit program has gone through a one year shakedown. Analyses the program and its possible future development.

91) TJOUMAS, R. and Haupman, R. Education for librarianship in the developing countries: a radical departure. Libri vol. 32, no. 2, June 1982. pg. 91 - 108

Abstract: Presents evidence to show that curricula and programs in library schools in developing countries are still mainly based on the U.S. or European model and that few special features are taken into account in their formulation. Argues that curricula in

these library schools fails to support a total approach to these problems that can be addressed by librarianship, especially illiteracy, and that most programs train librarians to serve the elite. Makes several specific proposals for changes in library education in developing countries based on the idea of creating a Library Corps - a group of highly motivated people who are equipped to handle the specific problems of a particular area.

92) TSO, Priscilla and Kan Lai - bing. Education and tarining in librarianship in Hong Kong: twenty years on. Journal of the Hong Kong Library Association vol. 5, 1980. pg. 11 - 20

Abstract: The state of the art of library education and training in Hong Kong which began with the first librarianship course offered in 1960 by the Department of Extra - Mural Studies of the University of Hong Kong. A chronological chart of courses offered in Hong Kong is provided, details of sources of students of the Certificate course for Library Assistants, and the syllabus for the Certificate course.

93) USMANI, Adil M. Undergraduate library science in Pakistan. Pakistan Library Bulletin vol. 12, no. 1, March 1981. pg. i - viii

Abstract: The question of introducing library science as one of the optional subjects in undergraduate classes has been discussed in professional circles in Pakistan for some time. Some felt that it would damage the image of librarianship. The Sind Council of School and College Librarians has introduced the subject at an intermediate level, and the University Grants Commission has recently approved a degree level libraries studies course. Presents the arguments in favor of the introduction of the undergraduate level course.

94) VALLEJO, Rosa M. Education for librarianship in the Philippines. Bulletin of the Philippines Library Association vol. 13, no. 1 - 4, 1980 - 1981. pg. 20 - 39

Abstract: (Contribution to an issue devoted to the 46th IFLA General Conference, Manila, 1980). State of the art of education in the Philippines, reviewing the major educational programs offered, describing faculty, facilities, resources, continuing education and both problems and trends in library education; and listing, in appendices, a chronology of library school development in the area, colleges and universities offering library science, academic degrees granted by schools offering library science, number of units required in the library science programs, course contents and various other data.

95) WHITE, Linda. Training library assistants at the University of Juba. Focus on International & Comparative Librarianship vol. 14, no. 2, 1983. pg. 18 - 19

Abstract: Outlines the training programs which have been organized at the University of Juba in the Sudan for library assistants working in libraries in the Southern Region of Sudan. Courses of one month and one year duration have been run, the latter being taught partially by lecturers from the UK.

96) WILLIAMS, P. Harvard. Library education and computers in developing countries. Library Progress vol. 1, no. 1, June 1981. pg. 14 - 25

Abstract: It is early days to be teaching advanced information technology to a number of developing countries, yet students from those countries should be taught about the subject as they will probably be responsible for its implementation in the future. An

idea of what the Department of Library and Information Studies at Loughborough University is doing and its plans for the future is given as a possible basis for the teaching of library and information services to students from developing countries.

97) YOUNIS, A. Manpower shortage and education for librarianship in Jordan. International Library Review vol. 14, no. 4, October 1982. pg. 417 - 425

Abstract: Assesses the state of library development and library education in Jordan, report findings of a manpower survey of 14 libraries which indicates which of the 14 different library functions are performed in each library. Assessment of the findings in special, academic, public and school libraries and recommendations for further studies are provided.

98) ZAIDI, Aih. Continuing education perimeters for East and Central African library personnel. Ugandan Libraries vol. 3, no. 2, July 1980. pg. 47 - 68

Abstract: Discusses the concept of continuing education, and describes the facilities for the continuing education of library personnel which exist in East Africa today. Gives brief details of the following programs implemented by the East African School of Librarianship, Uganda: regional training courses in documentation; Unesco course in documentation techniques; inservice training courses for school librarians; and special library assistants courses. Makes suggestions for improving the continuing education in librarianship provided in Uganda.

99) ZARIA, Michael Afolabi. Library education at Ahmadu Bello University. Library Scientist vol. 8, May 1981. pg. 65 - 75

Abstract: Review of current developments in education for librarianship at Ahmadu Bello University, Zaria, with comments on the likely future of library education in Nigeria. The future is seen as very bright, as the number of educational establishment grows. At present Nigeria has 4 library schools, but this number could grow to 12 by the year 2000 to meet more adequately the library manpower needs of the country.

WORKSHOP / SEMINAR /

REPORT / OCCASIONAL PAPERS

100) ABOYADE, B. Olabimpe. Education for librarianship. Nigerian Libraries vol. 15, no. 1 & 2, April - August 1979. pg. 27 - 34

Abstract: Paper read at the Annual Conference of the Nigerian Library Association (NLA) in Ilorin, December 1978. The changes which affect librarianship are three - fold: the expanding frontiers of knowledge, application of modern technology, and the increase in demands or the society the library serves. The NLA requires the power of accreditation. Information will best reach all levels of society through a network system. There is an emphasis on training at postgraduate level and not only introducing courses to meet local needs. In the area of management, basic concepts must now be studied as they apply to libraries, archives and documentation centers. The NLA must show more interest in the problem of library education within Nigeria.

101) AFOLABI, Michael and Abdullahi Mohamed. Education for librarianship in Nigeria. Nigerian Libraries vol. 15, no. 1 & 2, April - August 1979. pg. 35 - 47

Abstract: A paper presented at the Nigerian Library Association (NLA) General Conference, December 1978, Ilorin. The objective is three - fold: provision of information on historical background and developments in the Department of Library Science, Ahmadu Bello University, Zaria; problems facing library education in Nigeria are highlighted; recommendations are made for library education in Nigeria. There is a need of more library schools in the country. Library education in Nigeria is geared towards undergraduate training but there is a need for more local postgraduate training for leadership. Includes an appendix on 'Guidelines for curriculum development in information studies' by W.L. Saunders; and an appendix entitled 'A core curriculum in documentation, library and archive studies' by P. Harvard - Williams.

102) ALDIGA, Tesfaye. Library training in Ethiopia - past and present. In: Report of the meeting on introduction of information science into library training in Eastern Africa, Dar - Es - Salaam, February 26 - 29, 1980. Edited by S.A.H. Abidi and T. Moeller. Nairobi: Coordinating Center for Regional Information Training, 1980. pg. 9 - 18

Abstract: Describes events leading to the establishment of a two - year diploma program in library science at Addis Ababa University and the decision to operate the Department of Library Science under the University Libraries. The program emphasis is on education rather than library training. Outlines admission requirements, curriculum, teaching methods, staffing, library facilities, research activities, academic recognition, placement of diploma holders, and future plans.

103) COCHRANE, Pauline A. General aspects of barriers to information transfer. In: The information community: an alliance for progress. Proceedings of the 44th. ASIS Annual Meeting 1981, Washington, DC, October 25 - 30th, 1981. Vol. 18. Edited by Lois F. Lunin, Madeline Henderson and Harold Wooster. White Plains, New York: Knowledge Industry Publications Inc., for the American Society for Information Science, 1981. pg. 113 - 114

Abstract: Concentrates on factors under the control of information resource managers which may inhibit information transfer when information seekers come in contact with an information store, when clients seek assistance of information professionals. The diversity in the features and languages of online retrieval systems and the myriad of database available present a substantial barrier to information transfer. Only certain barrier conditions can be corrected by better system design, better equipment, or better, more uniform database construction.

104) DANKERT, Birgit. Afrikanisches Abenteur: Librarianship Workshop in Kenia (African adventure: librarianship workshop in Kenya). Buch und Bibliothek vol. 34, no. 11 / 12, November / December 1982. pg. 839 - 840

Abstract: The workshop, for Kenyan library assistants in public, academic and institute libraries, was held in Nairobi in August 1982, organized jointly by the Goethe Institute, the Kenyan Library Association and the British Council. The 26 participants, aged between 22 - 35 years, had an average of 2 - 10 years experience working under the few qualified librarians in Kenya, who are mostly trained either in England, Canada or Uganda. Subjects covered included library management, finance, the selection, purchase and processing of media, work with readers and international librarianship. African librarianship must find its own ways of developing services. Europeans can only provide advice and can in turn learn much from their African colleagues about coping with small budgets and adult illiteracy.

105) DE LEMOS, A.A. Briquet. A portrait of librarianship in developing societies. Occasional paper no. 148. Champaign: Graduate School of Library Science, Illinois University, June 1981. 50p.

Abstract: A Brazilian librarian with international experience reviews a cross - section of the literature on libraries and librarianship in developing countries as reported by observers from developed countries, deploring tendencies to make comparisons which imply value judgements, use models which reflect the experience of industrialized societies, display cultural biases, and extrapolate limited personal experience in one country or a limited area to the whole Third World.

106) EDOKA, Benson E. Assessment techniques in library studies. Nigerian Libraries vol. 15, no. 1 & 2, April - August 1979. pg. 48 - 58

Abstract: Paper read at the Annual Conference of the Nigerian Library Association (NLA) in Ilorin, December 1978. Deals with assessment procedures in library studies. The nature of assessment in education is emphasized highlighting the character of professional education. Forty - three courses and 152 dead question papers in library studies at Ibadan University, Department of Library Studies are examined to determine existing assessment methods are highlighted to focus attention on the need for improvement.

107) Session III: EDUCATION and training for information services in science and technology in developing countries. In: Current issues and trends in education and training for information work in developing and developed countries. The Hague: Federation International of Documentation, 1981. pg. 77 - 114

Abstract: Comprised of 5 papers: The role of scientific and technological information services in the developing countries, by Francis Inganji; Experience in organizing in - the - field educational programs and training courses in industrial and developing countries, by Freiherr von Ledebur; An evaluation of education and training for information services in developing countries, by Prithvi Kaula; Education and training for information services in science and technology in developing countries: Turkey, by Sonmez Taner; and some considerations in education and training of information specialists in Spanish and Portuguese speaking countries, by Monica Allmand de Gallo.

108) EDUCATION and training in developed and developing countries: with particular attention to the Asian region. The Hague: Federation Internationale de Documentation, 1983. (FID Publication 625)

Abstract: Paper presented at the FID / ET Workshop, Kowloon, Hong Kong, September 6 - 9, 1982. Session I: Developments in education and training as perceived by the catalysts and sponsors, (papers by Michael Brandreth, Dennis Gunton, Ernst - Joachim Freiherr von Ledebur and Lida Ling Allen). Session II: Report from the regional program in education and training in the Philippines, (papers by Ursula G. Picache, A. Neelameghan and Patricia B. Carino). Session III: Reports education and training developments in different countries in other regions of the world, (papers by B. Olabimpe Aboyade, Ermelinda Acerenza, Teresa Fittipaldi, Frederico E. Capurro, S.I.A. Kotei, Athayde Polke, Norah Camberos and Hugo Loaiza - Teran). Session IV: Reports on education and training developments in the Asian region, (papers by Uthai Dhutiyabhodhi, Kan Lai - Bing, Pongsoon Lee, P.N. Kaula, P.B. Mangla and Lim Huck - Tee). Session V: Reports on education and training developments from the developed regions, (papers by Marta L. Dosa, Jean - Emile Humblet, Katherine H. Packer, Paul Kaegbein and Philip Rappaport).

109) EDUCATION and training policy. International Information, Communication and Education vol. 1, no. 2, September 1982. pg. 235 - 237

Abstract: Report of the 4th session of the Ad Hoc Committee on Education and Training set up by the Unesco General Information Program. The meeting was held on 26 - 28 November 1980 and apart from discussing the recommendations of the previous sessions and the survey on priority needs for teaching materials in schools of librarianship and information science in developing countries, it also discussed various reports on education and training policy.

110) EDUCATION of school librarians - some alternatives. Edited by Sygrun Klara Hannesdottir. Munich: K.G. Saur, 1982. 120p. (FID Publications no. 22)

Abstract: The following papers were presented at the Seminar for the Education of School Librarians for Central America and Panama, San Jose, Costa Rica: Education of school librarians - some alternatives, by Sigrun Klara Hannesdottir; Education of the teacher in the use of the use of the school library for the development of the curriculum, by Elisa Lucarelli; Development of school libraries in Costa Rica; history, experience and a proposal for the education of school librarians, by Efraim Rojas Rojas, Jorge Gonzalez and Elia Ma. Vari Patten de Ocampo; Education of teacher / librarians the Colombian experience, by Silvia Castrillon de Miranda.

111) GELFAND, M.A. Library education in Hacettepe University, Turkey. Paris, France: Unesco, February 1977.

Abstract: This report describes the undergraduate and graduate programs in library science offered at Hacettepe University in Ankara, Turkey. Chapters discuss (1) program goals and objectives (2) curriculum (3) faculty (4) students and enrollment (5) governance, administration, and financial support, and (6) physical resources and facilities. A list of recommendations for program improvement is included, and tables display data for 1972 through 1976. A copy of the evaluative questionnaire used to gather data for this project is appended.

112) GOLDFINE, A.H. Database directions. Information resource management - strategies and tools. Proceedings of the Workshop of the National Bureau of Standards and the Association for Computing Machinery (Fort Lauderdale, Florida, October 20 - 22, 1980). 177p.

Abstract: This report constitutes the results of a three day workshop on information resource management tools, held in Fort Lauderdale, Florida on October 20 - 22, 1980. This workshop investigated how managers can evaluate, select, and effectively use information resource management tools, especially data dictionary systems. The approximately seventy workshop particpants were organized into four working panels, which met to discuss uses of the Data Dictionary System, IRM Policies and Controls, Logical Database Design, and Physical Database Design.

113) GOLDSTEIN, Eileen. Transferability of American library and information science education to Mexico. In: Information interaction: Proceedings of the 45th ASIS Annual Meeting, 1982, Columbus, Ohio, October 17 - 21, 1982. Vol. 19. Edited by A.E. Petrarca, C.I. Taylor and R.S. Kohn. White Plains, New York: Knowledge Industry Publications, Inc., 1982. pg. 116 - 118

Abstract: American solutions to Mexican information problems are sometimes inappropriate since they do not take into account differing cultural, social, and economic conditions. Based upon personal experience, certain problems encountered with American trained librarians in Mexico are cited. However, there is little empirical research to determine if a correlation really exists between the type of problems encountered and the fact that the librarians were American trained. Recommendations are presented for improving the transferability of U.S. library and information science education.

114) El - HADIDY, Bahaa. Training of Egyptian information specialists: a multifaceted system approach. Washington, D.C.: Catholic University of America, 1982. 226p.

Abstract: Discusses the design and development of a two - year, non - degree training system to train Egyptian information specialists in the USA. The major objectives of the training system were to train a core group of information specialists in the technical skills required for the development of the national information services in Egypt. Based on the analysis of the training requirements, an integrated, multifaceted training system was developed utilising several training strategies.

115) HEGAZY, O., Al - Akaboui, M.S. and Boshra - Riad, M. Proposed curriculum for information science education in developing countries environment. In: Computers in Education. Proceedings of the IFIP TC - 3 World Conference on Computers in Education. (Lausanne, Switzerland: July 27 - 31, 1981). Amsterdam: North - Holland Publishing Co., 1981. pg. 545 - 549

Abstract: Despite the less than optimal characteristics of information systems from the viewpoint of developing countries, many of these countries are not likely to be involved in the development or creation of the hardware and / or software of information systems. Efforts of these nations must, therefore, be directed towards investigating methods and ways for the best utilization and possible adaptions of the existing information systems / technologies. To achieve these objectives, developing countries must be able to prvide for their own manpower resources, adequate training programs and facilities. These programs should be designed so as to expose graduates to the state of the art in information technology. Such exposition must be detailed enough to provide the necessary skills for utilizing the technology in the best possible way and the ability to make any alteration that may be needed in order to accomodate local considerations. The authors present a curriculum for an educational program to achieve the above objectives. The program, introduced for the Egyptian educational setting, leads to a Master's degree in information and computer science.

116) ILOMOS, C.S. Towards more effective school library programs in Tanzania. Occasional paper no. 23. 10p.

Abstract: Beginning with an overview of the Tanzanian education system, this essay examines the problems associated with school library programs and enhance the effectiveness of school libraries within the Tanzanian educational system. The actions of the Tanzanian government affecting the performance of school libraries are recounted, the present state of school libraries in Tanzania is described, and the level of school library use is discussed. An outline of the support services provided to school libraries by the Tanzanian Library Services is provided, as well as a list of steps toward the improvement of the school library system.

117) JINNA, Kantilal. School entrance requirements and the timing of library education in the South Pacific... a few thoughts. Fiji Library Association Journal no. 4, December 1980. pg. 7 - 18

Abstract: Paper presented at a Unesco / IFLA pre - conference seminar on library education, Manila 1980. Considers school entrance requirements and the timing of education within the context of library education programs in developing countries, particularly the South Pacific and Oceania.

118) KHURSHID, Z. Application of modern technologies in Arab libraries. Libri vol. 33, no. 2, June 1983. pg. 107 - 112

Abstract: The University of Petroleum and Minerals(UPM) was host to a symposium of New Technology in Libraries; prospects and problems for libraries in the Gulf States from 26 - 28 April 1982. The symposium was intended to provide the opportunity to librarians, educators, and administrators in Saudi Arabia and the Gulf States to

meet and share their experiences in planning and implementing new technologies in libraries. The symposium dealt with the following areas: 1) Application of new technology: library automation, online data searching, cable television, microforms; 2) Prerequisities for interlibrary cooperation; 3) Special considerations for Arabic materials and Arab library users; 4) Manpower: shortages, skills and education for librarianship.

119) NAGAPPA, B. and B.S. Maheshwarappa. Restructuring of library science education in India: a proposal. International Library Movement vol. 4, no. 3 & 4, 1982. pg. 47 - 53

Abstract: Presented at the All India Symposium on Restructuring of Education for Librarianship held in Tirupati, August 10 - 12, 1981. Gives a brief historical survey of education for librarianship in India emphasizing changes that took place, types of institutions offering courses and existing levels of education. Proposes the introduction of library science as an optional subject at undergraduate level. Suggests a two year Master's program for professional libraians and information scientists the objectives and contents of which may be worked out by an expert committee.

120) NDUANYA, M. Onyeama. The provision for school librarianship in the University of Nigeria Institute of Education sandwich program. Anambra / Imo State School Libraries Association Bulletin vol. 10, no. 1, May 1981. pg. 6 - 15

Abstract: Paper presented at the General Meeting of the Anambra State School Libraries Association, British Council, Enugu, 13th February 1981. Briefly outlines the objectives of the Nigeria University Institute of Education Sandwich Program and describes the scope of the two courses offered leading to the Associateship

Certificate in Education and the Post - Graduate Diploma in Education. Outlines the components of these courses relating to school librarianship which it is proposed to introduce.

121) OKE, Festus E. Development of modern technology in libraries. Nigerian Libraries vol. 15, no. 1 & 2, April - August 1979. pg. 83 - 90

Abstract: A paper presented at the Annual Conference of the Nigerian Library Association (NLA) held in 1978 at Ilorin. Technology refers to any man - made device, process, or technique designed to produce any reproducible effect systematically. Knowledge in the field of science and technology is accumulating rapidly and the librarian is expected not only to keep abreast of all types of new media, but also to be able to use the computer and information networks which calls for alertness, adaptability and the exercising of imagination and creativity. Modern technology in library service should be examined in terms of individual needs and local conditions.

122) REPORT of the meeting on introduction of information science into library training in Eastern Africa, Dar - Es - Salaam, February 26 - 29, 1980. Edited by S.A.H. Abidi and Ties Moeller. Nairobi: Coordinating Center for Regional Information Training, 1980.

Abstract: Resolutions and recommendations of a meeting organized by the Council for Library Training in East Africa on behalf of the Coordinating Center for Regional Information Training (CRIT) to discuss the report 'Introduction of information science elements into library training schemes in Eastern Africa', by S.A.H. Abidi, Thomas Seeger, and Gernot Wersig. The report was training. The Tanzania Library Service, East African School of Librarianship, Kenya National Academy for Advancement of Arts and Sciences, and the

Deutsche Siftung fur internationale Entiricklung (German Foundation for International Development) were also involved in the meeting.

123) SARACEVIC, Tefko. The U.S. information science programs and foreign students: one - way or two - way street? In: Information interaction: Proceedings of the 45th ASIS Annual Meeting, 1982, Columbus, Ohio, October 17 - 21, 1982. Vol. 19. Edited by A.E. Petrarca, C.I. Taylor and R.S. Kohn. White Plains: Knowledge Industry Publications, Inc., 1982. pg. 265 - 267

Abstract: Discusses the major issues and problems involved in information science education of international students in the USA. Six problem areas are discussed: making an intelligent choice among the programs; getting financial support; adjusting upon arrival in the USA; adapting to US study methods; judging the relevance of content to context at home and making appropriate adaptations; adjusting upon returning home. The great majority of foreign students come from developing countries with particular problems in these areas.

124) SEMINAR on Library Education Programs in developing countries with special reference to Asia. R. Bowden, Ilhan Kum, and Lim Huck Tee. IFLA Journal vol. 7, no. 2, May 1981. pg. 126 - 132

Abstract: In the collection of three articles an overview of the Seminar is offered. The pre - planning and coordination necessary for such a seminar to meet its objectives are stressed. The relationships of librarianship, information science and archives, and the educational requirements thereof, are also mentioned. The resolutions emanating from the seminar, and plans made for implementing them, are covered.

125) TELL, M. A note about China's scientific and technological information system. Stockholm, Sweden: Royal Institute of Technology, July 1980. 49p.

Abstract: This report (1) describes the development of libraries in China, (2) examines Chinese library, documentation, and scholarly publications from a historical perspective, and (3) outlines the present state of the art as reflected by the situation before and after the Cultural Revolution. Discussions of the growth of education, the importance of radio and television, and the training of librarians are also included, followed by a brief bibliometric study of how Chinese scientists utilize their information sources.

126) WEE, Joo Gim. Unesco Pre - IFLA Conference Seminar. COMLA Newsletter no. 29 / 30, August / November 1980. pg. 9 - 11

Abstract: Report on the Unesco Pre - IFLA Conference Seminar, Quezon City, Philippines, August 11 - 15, 1980. The theme was 'Library education programs in developing countries with special reference to Asia and the Seminar was held as a think tank to exchange experience and extend current thinking between industrialized and developing countries. Papers presented are listed, with brief reports of some; recommendations drafted by the 36 participants for submission to IFLA are reproduced; and the author's personal impressions are summarized.

APPENDIX

Additional entries

127) FABER, Roman F., Mieczyslaw M. Muraszkiewicz, Zbigniew M. Nowicki. Information research management in Poland. Journal of the American Society for Information Science vol. 33, no. 5, September 1982. pg. 338 - 340

Abstract: Describes the structure of the Polish information network and the concept of a national system of scientific and technical information SINTO (System Informacji Naukowej, Technicznej i Organizacyjnej). Attention is paid to information research management and the presentation of current results. The approach to research management and some results may be of interest to Western information officers and scientific workers because of two main factors: the nationwide scope of the system and its conceptual uniqueness.

128) HENRIKSEN, Tor. The Norwegian School of Library and Information Science. A look at the present situation and the near future. Scandinavian Public Library Quaterly vol. 15, no. 1, 1982. pg. 20 - 23

Abstract: Contribution to an issue devoted to public library education in Scandinavia. The Norwegian School of Library and Information Science, founded in 1940, now has 351 full - time students attending the three year course. Additional course activities represent 40 - 50 full - time student equivalents. The staff consists of 50 people, 2/3 of whom are on a full - time basis. The three - year course qualifies for positions in all kinds of libraries. However many students work within archives, documentation and publishing. The additional course activities cover all subjects of interest to practising librarians. The length of these courses is from one day to two months. Research

activities are increasing, but still mainly limited to projects based on cooperation between staff and students in connection with thesis writing.

129) JOHNSON, I.M. Education and training of library technicians in Czechoslovakia. International Library Review vol. 16, no. 3, July 1984. pg. 247 - 270

Abstract: Describes the provision of an effective library technician program in the vocational secondary schools in Czechoslovakia which has gone a long way towards solving the problem of ensuing a supply of staff trained to deliver library and information services needed to support educational and economic development. Discusses the following aspects of the program: teaching staff; recruitment and admission of students; curriculum development; practical experience; assessment; part - time courses; higher education; employment and manpower planning; federal provision; and national and network provision.

130) KOLODZIEJSKA, Jadwiga. Library and information science education and research in Poland. Library and Information Research News vol. 5, no. 19, September 1982. pg. 13 - 17

Abstract: Outlines the developments of library and information science education and research in Poland since it first became an independent university discipline after World War II. The development of library and information theory takes place mainly in library schools and special research centers. The libraries, however, are taking the least share in this development. Working under difficult housing conditions, with poor equipment and heavily burdened with service work, librarians only sporadically undertake independent research in library and information science.

131) KRIKELAS, J. Education for librarianship in Greece. Library Quarterly vol. 52, no. 3, July 1982. pg. 227 - 239

Abstract: Reviews the efforts made over the last 30 years to stimulate improvements in the education of librarians in Greece, emphasizing the causes for the shortcomings in the present situation as they relate to the Greek educational system and the current pattern of staffing libraries.

132) SAUNDERS, Wilfred L. Professional education for library and information work in the Socialist Republic of Macedonia. Paris: Unesco, 1982.

Abstract: Report of a mission to the Socialist Republic of Macedonia (Yugoslavia), during the period May 30 - June 19, 1982, to advise on the setting up of training facilities and to prepare personnel for the scientific information services which the Republic hoped to enlarge and improve.

Addresses

1) Addis Ababa University,
Department of Library Science,
Addis Ababa,
ETHIOPIA.

2) Administrative College of Papua New Guinea,
Library Studies Section,
P.O. Box 6177,
Boroko,
PAPUA NEW GUINEA.

3) Ahmadu Bello University,
Faculty of Education,
Department of Library Science,
Zaria,
NIGERIA.

4) Anambra State School Libraries Association,
c/o Enugu Campus Library,
University of Nigeria,
Enugu,
NIGERIA.

5) Association for Computing Machinery,
11W. 42nd Street,
3rd Floor,
New York,
NEW YORK 10036

6) Association of American Library Schools,
471 Park Lane,
State College,
PENNSYLVANIA 16801

7) Chile University,
Department of Librarianship,
Jose Pedro Alessandri,
No. 842,
Santiago,
CHILE.

8) Chinese - American Librarians Association,
Box 444,
Oak Park,
ILLINOIS 60303

9) Congress of Southeast Asian Librarians IV (CONSAL IV),
Thai Library Association,
273 - 275 Viphavadee Rangsit Road,
Phayathai,
Bangkok 10400,
THAILAND.

10) Department of Library Science,
Gauhati University,
P.O. Gauhati 14,
INDIA.

BEST COPY AVAILABLE

11) Department of Library Science,
Tutorial Buildings,
University of Delhi,
Delhi 110 007
INDIA.

12) Department of the Interior,
National Park Service,
18th between "C" and "D" Streets,
WASHINGTON, D.C. 20240

13) IRM Curriculum Advisory Committee Graduate School,
U.S. Department of Agriculture,
Office of Information.
14th Street and Independence Avenue SW,
WASHINGTON, D.C. 20250

14) Institute of Librarianship,
University of Cairo,
Orman, Ghiza,
Cairo,
EGYPT.

15) International Federation for Documentation (FID),
P.O. Box 90402,
2509 LK,
The Hague,
NETHERLANDS

16) International Federation of Library Associations and Institutions (IFLA),
c/o The Royal Library,
Postbus 95312,
2509 CH,
The Hague,
NETHERLANDS.

17) Kenya Library Association,
P.O. Box 46031,
Nairobi,
KENYA.

18) Library Association of Singapore (LAS),
c/o National Library,
Stamford Road,
SINGAPORE 0617

19) Library Training Experiment,
School of Administration,
University of Mauritius,
Reduit,
MAURIRIUS.

20) Loughborough University of Technology,
Department of Library and Information Studies,
Loughborough,
Leicester LE11 3TU,
ENGLAND.

21) Makerere University,
East African School of Librarianship,
P.O. Box 7062,
Kampala,
UGANDA.

22) Mindolo Ecumenical Foundation,
Hammarskjold Memorial Library,
P.O. Box 21493,
Kitwe,
ZAMBIA.

23) National Central Library,
43 Nan Hai Road,
Taipei,
TAIWAN.

24) Nigerian Library Association,
PMP 12655,
Lagos,
NIGERIA.

25) Norwegian School of Library and Information Science (Statens Bibliotekskole),
Daelenenggata 26,
Oslo 5,
NORWAY.

26) Office of Standard Reference Data,
National Bureau of Standards,
Department of Commerce,
WASHINGTON, D.C. 20234

27) Postgraduate Training Course for Science Information Specialists,
Institute of Library Science,
University of the Philippines,
Gonzalez Hall,
Diliman,
Quezon City 3004,
PHILIPPINES.

28) Royal Institute of Technology Library (Sweden),
S - 100 44 Stockholm,
SWEDEN.

29) School of Library Science,
c/o MARA Institute of Technology,
Jalan Othman,
Petaling Jaya, Selangor,
MALAYSIA.

30) South African Institute for Librarianship and Information Science,
P.O. Box 28743,
Sunnyside,
Pretoria 0132
SOUTH AFRICA.

31) Sri Lanka Library Association,
University of Sri Lanka,
Colombo Campus,
P.O. Box 1698,
Colombo 3,
SRI LANKA.

32) Tanzania Library Service,
Training Department,
P.O. Box 9283,
Dar - Es - Salaam,
TANZANIA.

33) Training Course for Library Assistants,
Kenya Polytechnic,
Nairobi,
KENYA.

34) United Nations Educational, Scientific and Cultural Organizations (UNESCO),
7 pl de Fontenoy,
F - 75700 Paris,
FRANCE.

35) University College Botswana,
Department of Library Studies,
Private Bag 0022,
Gabarone,
BOTSWANA.

36) University of California at Los Angeles (UCLA),
Graduate School of Library and Information Science,
405 Hilgard Avenue,
Los Angeles,
CALIFORNIA 90024

37) University of Dacca,
Department of Library Science (Granthagar Bigyan Bibhaz),
Faculty of Arts,
University of Dacca,
Ramna, Dacca 2,
BANGLADESH.

38) University of Ghana,
Department of Library and Archival Studies,
P.O. Box 60,
Legon,
GHANA.

39) University of Ibadan,
Faculty of Education,
Department of Library Studies,
Ibadan,
NIGERIA.

40) University of Iceland,
Haskola Islands,
Haskolabokasafnid,
101 Reykjavik,
ICELAND.

41) University of Illinois at Urbana - Champaign,
Graduate School of Library Science,
410 David Kinley Hall,
Urbana,
ILLINOIS 61801

42) University of Juba,
P.O. Box 321,
Juba,
SUDAN.

43) University of Karachi,
Department of Library Science,
University Road,
Karachi 32,
PAKISTAN.

44) University of Khartoum,
School of Extra Mural Studies,
P.O. Box 321,
Khartoum,
SUDAN.

45) University of Khartoum Library,
P.O. Box 321,
Khartoum,
SUDAN.

46) University of Maiduguri,
Department of Library Science,
Maiduguri,
GHANA.

47) University of Petroleum and Minerals (UPM),
Dhahran,
SAUDI ARABIA.

48) University of the Philippines,
Diliman,
Quezon City 3004,
PHILIPPINES.

49) University of Western Ontario,
School of Library and Information Science,
London,
Ontario N6A 5B9,
CANADA.

50) University of Zambia,
Department of Library Studies,
P.O. Box 2379,
Lusaka,
ZAMBIA.

A LISTING OF THIRD WORLD COUNTRIES

1) Afghanistan
2) Algeria
3) Angola
4) Argentina
5) Bahamas
6) Bahrain
7) Bangladesh
8) Barbados
9) Benin
10) Bhutan
11) Bolivia
12) Botswana
13) Brazil
14) Burma
15) Burundi
16) Cambodia
17) Cameroon
18) Cape Verde
19) Central African Republic
20) Chad
21) Chile
22) Colombia
23) Comoros
24) Congo
25) Costa Rica
26) Cuba
27) Djibati
28) Dominica
29) Dominican Republic
30) Ecuador
31) Egypt
32) El Salvador

33) Equatorial Guinea

34) Ethiopia

35) Fiji

36) Gabon

37) Gambia

38) Ghana

39) Grenada

40) Guatemala

41) Guinea

42) Guinea - Bissau

43) Guyana

44) Haiti

45) Honduras

46) Hong Kong

47) India

48) Indonesia

49) Iran

50) Iraq

51) Ivory Coast

52) Jamaica

53) Jordan

54) Kenya

55) Kiribati

56) Korea (North)

57) Korea (South)

58) Kuwait

59) Laos

60) Lebanon

61) Lesotho

62) Liberia

63) Libya

64) Madagascar

65) Malawi

66) Malaysia

67) Maldives

68) Mali

69) Mauritania

70) Mauritius

71) Mexico

72) Morocco

73) Mozambique

74) Nauru

75) Nepal

76) Nicaragua

77) Niger

78) Nigeria

79) Oman

80) Pakistan

81) Panama

82) Papua New Guinea

83) Paraguay

84) Peru

85) Philippines

86) Qatar

87) Rwanda

88) Saint Lucia

89) Saint Vincent

90) Samoa

91) Sao Tome & Principe

92) Saudi Arabia

93) Senegal

94) Seychelles

95) Sierra Leone

96) Singapore

97) Solomon Islands

98) Somalia

99) Sri Lanka

100) Sudan

101) Suriname

102) Swaziland

103) Syria

104) Taiwan

105) Tanzania

106) Thailand

107) Togo

108) Tonga

109) Trinidad & Tobago

110) Tunisia

111) Turkey

112) Tuvalu

113) Uganda

114) United Arab Emirates

115) Upper Volta

116) Uruguay

117) Vanuatu

118) Venezuela

119) Vietnam

120) Western Samoa

121) Yemen

122) Yemen (Southern)

123) Zaire

124) Zambia

125) Zimbabwe